DOCUMENT RESUME

ED 204 937 EC 133 508

TITLE	The IEP in New Jersey: A Guide for Individualized Education Program Planning and Development.
INSTITUTION	New Jersey State Dept. of Education, Trenton. Bureau of Pupil Personnel Services.: Northeast Regional Resource Center, Hightstown, N.J.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[80]
CONTRACT	300-77-0537
NOTE	47p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Compliance (Legal); *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Parent Participation; *Program Development; Records (Forms); State Legislation; Student Evaluation
IDENTIFIERS	*New Jersey

ABSTRACT

The guide suggests procedures for school district personnel and parents to use in planning for, developing, and recording an individualized education program (IEP) in compliance with New Jersey law. Separate sections addresss the following topics (sample subtopics in parentheses): New Jersey law regarding IEPs: components of the classification and IEP report (sample forms for objectives, IEP evaluation procedures, description of recommended program/related services/placement); the classification and IEP conference report form (sample forms); the IEP annual review (participation members and times); and a review of IEP activities (preIEP conference activities, IEP instructional guide conference). (CL)

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THE IEP IN NEW JERSEY

A GUIDE FOR INDIVIDUALIZED EDUCATION PROGRAM PLANNING AND DEVELOPMENT

New Jersey Department of Education

Branch of Special Education and Pupil Personnel Services

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AND

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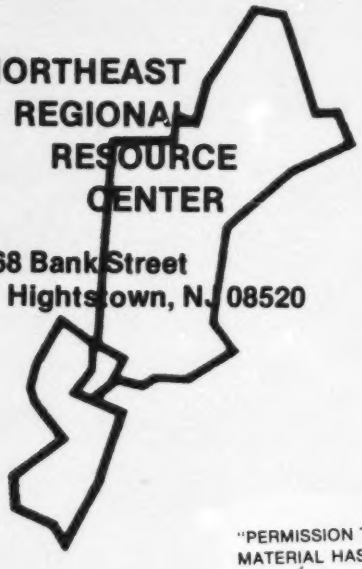

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EC133508

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Since the enactment of Public Law 94-142 and the subsequent revision to New Jersey's Rules and Regulations, many significant changes have occurred in the education of exceptional children. These changes have impacted on the entire educational field — regular education, special education, administration, parents and community. One of the greatest impacts of the federal and state legislation has been the mandate for the development of an individualized education program (IEP) for each pupil determined to be eligible for special education and related services. Indeed, as anyone who has been involved with the IEP process can verify, the IEP has emerged as one of the most difficult challenges in the history of education. With this realization in mind, the following guide has been written to offer you assistance in your efforts to meet the requirements of and challenges for IEP development.

The guide is intended to be specific enough to provide substantive direction and help, yet flexible enough to allow for individuality and creativity in the IEP process according to each local school district's particular needs.

We have embarked on an era of change in special education. As we increase our knowledge of the needs of exceptional children and are able to evaluate the effectiveness of the IEP process to meet these needs, changes should and will occur. It is just this willingness to examine growth and change that will make special education such a dynamic field in which to work. Therefore, this guide should not be considered complete. Rather it is a beginning which together we will bring to completion on behalf of the handicapped children of New Jersey.

Paul B. Winkler

Paul B. Winkler
Deputy Assistant Commissioner

This document, "The IEP In New Jersey: A Guide for Individualized Education Program Planning and Development," suggests procedures for school district personnel and parents to use in planning for, developing, and recording an Individualized Education Program (IEP) in accordance with the requirements of the New Jersey Administrtive Code, 6:28-1.1 et seq.

The guide is divided into five sections:

Part one provides the reader with the New Jersey Administrative Code 6:28-1.8, the requirements for IEP development.

Part two relates to the Classification and IEP Conference Report. It provides information and suggestions relative to each of the major components of these conferences.

Part three suggests a form that districts could use to record information generated at these conferences.

Part four relates to the IEP annual review.

Part five provides a "Review of IEP Activities" that districts may use to assess the IEP, both as a process and a plan. Districts may find it useful to determine if changes are needed in their procedures for IEP development.

What is an IEP?

The IEP is a written instructional plan for a pupil who has been determined eligible for special education and related services. Based on the particular needs of the pupil and determined by school personnel, parents, and pupil, where appropriate, it describes the special education components and approaches to instruction that must be provided.

The IEP consists of two parts, the basic plan section and the instructional guide. There should be a progressive and logical relationship between the various IEP components which are based on the pupil's current educational status. All areas of the curriculum in which a pupil is to receive special education should be included in the plan as well as any necessary modifications in the regular education program. Any substantive change in a pupil's IEP must involve the IEP participants.

The IEP is not merely a written document. Once completed, it becomes the pupil's program which must be implemented by the district.

Who Develops the IEP?

The basic plan section of the IEP is developed after all necessary procedures from identification through classification have been completed in accordance with state regulations. The basic child study team, one or both parents, teachers who have knowledge of the pupil's educational performance, and the pupil, if appropriate, participate in the development of the IEP. Others, such as administrators, school counsellors, speech correctionists, etc. may participate at the discretion of the parents or school personnel. As mandated by regulation, teachers must be afforded the opportunity to participate in the development of the IEP.

While it is often helpful to include participants *beyond* the mandated requirements [basic child study team, parents(s) and teacher(s)] care should be taken to include only relevant participants. Too large a group can be cumbersome to work with and may be overwhelming to parents. Too small a group may limit the exchange of helpful information. Participants beyond those mandated should be chosen for their potential contributions.

Child study team member(s) coordinate the development of the instructional guide section of the IEP in cooperation with instructional staff responsible for implementing each area of the IEP.

What are the Time Commitments Related to the IEP?

An IEP that has been agreed to by the parent(s) of the pupil must be implemented within 30 school days of the IEP conference date(s).

Review of the IEP must be done as often as necessary but at least annually by appropriate members of the basic child study team, one or both parents, a teacher(s) having knowledge of the pupil's educational performance, the pupil (where appropriate) and others who can contribute.

Who Receives a Copy of the Classification and the Individualized Education Program Report?

Rules and Regulations mandate that the parents be provided a copy of the classification and individualized education program. Teachers who are providing instruction that requires specialized or modified strategies/techniques and for which an instructional guide has been developed should receive a copy of material that records the following which relate to the teacher's area of instruction:

IEP:
a) goals
b) objectives
c) evaluation procedures and standards
d) instructional guide

The district must have a policy that meets the requirements of N.J.A.C. 6:3-2.1 et. seq. assuring that the pupil records provided to the teacher(s) are collected at the end of the school year and that a record is maintained of where copies of the pupil's IEP are.

Complete copies of the pupil's Classification and Individualized Education Report should be readily accessible within the school building for examination by certified school personnel who have assigned educational responsibility for the pupil.

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PART ONE:
New Jersey Administrative Code 6:28-1.8
INDIVIDUALIZED EDUCATION PROGRAM

PART ONE:
New Jersey Administrative Code 6:28-1.8
INDIVIDUALIZED EDUCATION PROGRAM

(a) An individualized education program shall be written for each pupil classified as educationally handicapped in accordance with the requirements of these regulations and procedures established by the Bureau of Special Education and Pupil Personnel Services.

(b) The individualized education program for each educationally handicapped pupil shall consist of a basic plan section and an instructional guide necessary to assist the teacher(s) in planning and providing ongoing educational activities.

(c) The basic plan section of the individualized education program shall be developed at a meeting attended by the basic child study team, one or both parents, teacher(s) having knowledge of the pupil's educational performance, and the pupil, where appropriate. Administrators, school counselors, speech correctionists, and other individuals, in person or via telephone, may be included at the discretion of the parent(s) or the local school district.

(d) The basic plan section of the individualized education program shall include, but not be limited to:

1. Statements of findings which describe the pupil's present levels of educational performance including academic achievement, intellectual functioning, personal and social adjustment, physical and health status, and where appropriate, prevocational, vocational and self-help skills;

2. A statement of the team's decision which determines pupil eligibility for special education and related services;

3. A statement of annual goals which describes the educational performance expected to be achieved by the end of the school year under the pupil's individualized education program;

4. A statement of objectives, which shall be specific, intermediate steps between the present level of educational performance and the annual goals;

5. A description of the pupil's educational program which also includes:
   i. A statement explaining the rationale for the type of educational program and placement;
   ii. An explanation of how the placement is the least restrictive environment appropriate for the pupil;
   iii. A description of the extent to which the pupil will participate in regular educational programs, if appropriate.

6. A statement describing the specific related services necessary to meet the unique needs of the pupil which also include:
   i. The date when required services will begin;
   ii. The length of time the services will be given.

7. An evaluation procedure and schedule shall be developed to determine whether the program objectives are being achieved;

8. A statement describing each child study team member's role, if any, for implementing the various aspects of the individualized education program.

(e) Subsequent to the development of the basic plan section, a designated member(s) of the basic child study team shall coordinate the development of the necessary instructional guide in cooperation with the staff member(s) responsible for each area of the pupil's individualized education program. The chief school administrator or his/her designee shall be responsible for the implementation of the individualized education program.

1. The instructional guide shall include where appropriate, but need not be limited to:
    i. A planned schedule of the time the pupil will be served by specialists, special education teachers, and regular education teachers;
    ii. Instructional strategies geared to the pupil's learning style;
    iii. Techniques and activities designed to support the personal-social development of the pupil;
    iv. Any special instructional media and materials which are needed.

(f) Annually, or more often if necessary, the local school district shall review and revise the appropriate individualized education program at a meeting with one or both of the pupil's parents. This meeting shall include the appropriate member(s) of the basic child study team; the teacher(s) having knowledge of the pupil's educational performance; and the pupil, where appropriate. Administrators, school counselors, speech correctionists and other individuals, in person or via telephone may be included at the discretion of the parent(s) or the local school district.

(g) Each local school district shall ensure that the parent(s) and educators of a handicapped pupil are afforded the opportunity to participate in the development of the individualized education program, including scheduling the meeting at a mutually agreed upon time and place consistent with policies developed and approved by the district for this purpose.

1. If neither parent can attend, the local school district shall use other methods to ensure parental participation, including individual or conference telephone calls.

2. A meeting may be conducted without a parent in attendance if the local school district is unable to convince the parents that they should attend. In such cases the local school district shall have a record of its attempts to arrange a mutually agreed upon time and place, including:
    i. Detailed records of telephone calls made or attempted to the home or place of employment and the results of those calls;
    ii. Copies of correspondence sent to the parents and any responses received;
    iii. Detailed records of visits made to the parents in the home and the results of these visits.

(h) The local school district shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

(i) A copy of the classification and individualized education program for the pupil shall be signed by members of the basic child study team and shall be provided to the parent in the native language of the home unless it can be demonstrated that this requirement would place an unreasonable burden upon the local school district. In such cases, other means of communication may be used which insure that the parent fully understands the English language transcription of information.

(j) The individualized education program shall be implemented only after agreement by the parent(s) of the child or by order of a classification officer, and must be put into effect within 30 school days of the conference date. Invocation by the parent(s) of the due process procedures described in these regulations suspends this time requirement. If parental consent for the initial program placement is withheld, the school district may appeal the parental refusal in accordance with the procedures for due process described in these regulations.

(k) The requirements of this section also apply to pupils who have been classified by school physicians or speech correctionists as described in these regulations. In such cases, the individualized education program shall be developed at a meeting attended by the school physician or speech correctionist, one or both parents, the pupil where appropriate, and the pupil's classroom teacher(s) who are affected by the individualized education program. A school nurse or school nurse practitioner may act on the school physician's behalf in these matters. Basic child study team members shall be included in these determinations where appropriate.

PART TWO:
The Classification and Individualized Education Program Conference Report

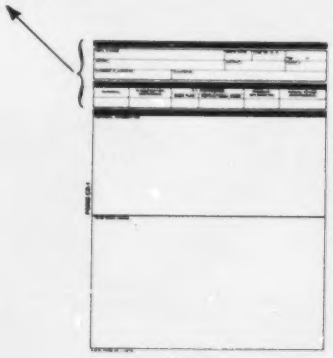
The following sections describe the various components of the classification and IEP report as they relate to the suggested forms on page 23 through 28 in this document. To assist the reader, each portion of the form under discussion is reproduced for easy reference.

A. IDENTIFYING INFORMATION

CLASSIFICATION AND INDIVIDUALIZED EDUCATION PROGRAM CONFERENCE REPORT			
PUPIL'S NAME	BIRTH DATE	CASE OR I.D. #	Page of
SCHOOL	DISTRICT		COUNTY
CURRENT PLACEMENT	TEACHER(S)		

DATES					
REFERRAL	CLASSIFICATION CONFERENCE	IEP CONFERENCES		PROGRAM IMPLEMENTED	ANNUAL REVIEW CONFERENCE(S)
		BASIC PLAN	INSTRUCTIONAL GUIDE		

FORM CR-1



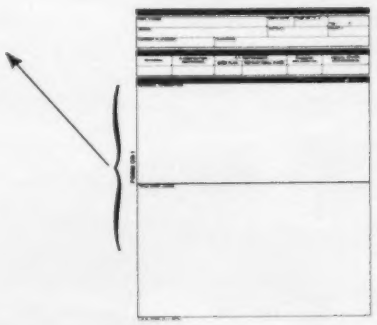
Critical information is reported to record data relating to the pupil. The item designated "case or ID#" is provided for those districts that code pupil records/files. It is recommended that key dates be listed in this section. When the various aspects of referral, evaluation, classification, and IEP processes are completed, the date should be recorded. The purpose of this listing is to facilitate record keeping to assure that each component has been completed.

District and county identification information is recorded where indicated.

B. CLASSIFICATION CONFERENCE SUMMARY

CLASSIFICATION CONFERENCE SUMMARY
REFERRAL INFORMATION
TEAM CONCLUSIONS

FORM CR-1



Referral Information

The source of the referral should be identified. An explanation of the presenting problem, descriptive information about the pupil and previous intervention attempts should be described.

Team Conclusions

The nature of the pupil's behavior and learning characteristics, determined during the comprehensive evaluation, is described under team conclusions. This description should include a definitive statement that provides the rationale for the pupil's classificaton and explains the pupil's eligibility for special education and related services.

Parents must be apprised of their child's classification prior to the IEP conference. The initial discussion at the basic plan meeting should focus on a review of the nature of the child's handicap. This review is a necessary step because the IEP, as it is developed, should be based upon the implications of the child study team findings and parent and teacher input.

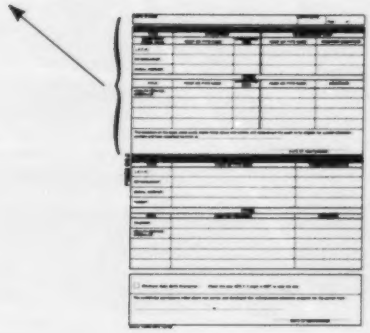
PUPIL'S NAME	BIRTH DATE	Page of

CLASSIFICATION TEAM IDENTIFICATION				
TITLE	EVALUATORS		CLASSIFICATION TEAM	
BASIC CHILD STUDY TEAM	PRINT OR TYPE NAME	EVALUATION DATE	PRINT OR TYPE NAME	REQUIRED SIGNATURE
L.D.T./C.				
PSYCHOLOGIST				
SOCIAL WORKER				
OTHER				
TITLE	PRINT OR TYPE NAME	EVALUATION DATE	PRINT OR TYPE NAME	SIGNATURE
HEALTH SERVICE SPECIALIST				

The members of the basic child study team listed above met jointly and determined the pupil to be eligible for special education services and have classified her/him as _____.

_____
DATE OF CONFERENCE

FORM CR-2



Team Identification

In this section, pertinent information about evaluation and classification is recorded. The individual team members who *evaluated* the pupil are listed and the date(s) of evaluation. The individual team members who *classified* the pupil are listed and these individuals sign the classification section of the report as required by N.J.A.C. 6:28-1.8(f). If the classifying team member is not the same as the individual who evaluated the pupil, the signature indicates that the person signing the form accepts the appropriateness of the evaluation report indicated. If the individual child study team member does not accept the evaluation report, no signature should be provided. A new evaluation shall be conducted accordingly. Rules and Regulations require signatures of the basic child study team.

The closing statement indicates that the basic child study team whose signatures are provided met jointly and determined the pupil as eligible for special education services. The classification that was determined and the date of the joint meeting (conference) should be noted.

C. INDIVIDUALIZED EDUCATION PROGRAM — BASIC PLAN CONFERENCE

INDIVIDUALIZED EDUCATION PROGRAM BASIC PLAN CONFERENCE		
TITLE	PRINT OR TYPE NAME	REQUIRED SIGNATURE
L.D.T./C.		
PSYCHOLOGIST		
SOCIAL WORKER		
PARENT		
OTHER		
TITLE	PRINT OR TYPE NAME	SIGNATURE
TEACHER		
HEALTH SERVICE SPECIALIST		

☐ Minimum Basic Skills Exemption . . . Check this box ONLY if pupil is NOT to take the test

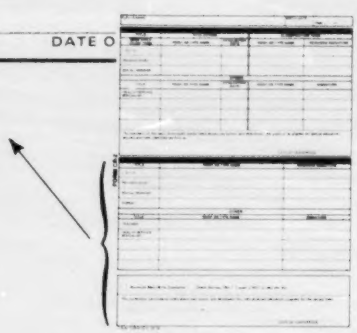
The conference participants listed above met jointly and developed this individualized education program for the period from

_____ to _____

_____ DATE O

G W W. FORM CR 2 (10/79)

FORM CR-2



Participants

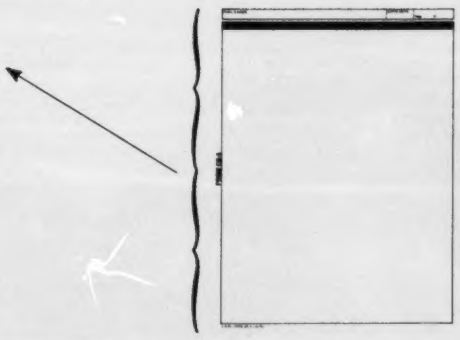
Pertinent information relating to the basic plan section is recorded in this section. Rules and Regulations [6:28-1.8 (i)] require that the basic child study team sign the report.

The item designated as "Minimum Basic Skills Exemption" is checked if the *IEP participants* decide that the pupil will not participate in the Minimum Basic Skills assessment test. If the pupil *is to participate* in the MBS test, the box is *not* checked.

The closing statement indicates that the participants listed met at a joint conference to develop the IEP Basic Plan Section. The period of time the plan is in effect should be indicated as well as the date(s) of the conference.

PUPIL'S NAME	BIRTH DATE	Page of

CURRENT EDUCATIONAL STATUS



FORM CR-3

Current Educational Status

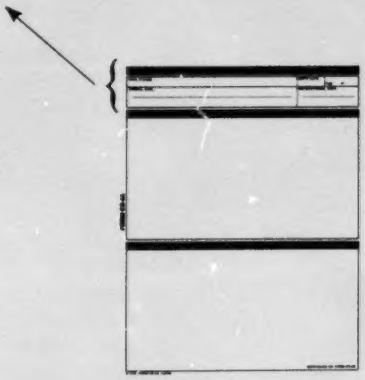
A description of the pupil's current educational status in areas of learning summarizes the pupil's present levels of performance, including his-her strengths and needs. Areas to be noted may include, but need not be limited to, academic achievement, emotional maturity, social skills, adaptive behavior, motor skills, self-help skills, language development, perceptual skills, and prevocational or vocational skills.

The pupil's current educational status is determined by analyzing information based on measured and observed behavior gathered from a variety of sources; assessment results of the comprehensive evaluation, parents, teachers, etc. Simply stated, the current educational status statements summarize the skills and abilities the pupil has mastered and those that need to be developed. Information should be specific enough to make decisions about the pupil's learning characteristics and to provide the basis for the development of annual goals.

Current educational status statements also help to determine the focus of the pupil's educational program. Information describing the pupil's level of performance should be specific to the pupil's learning needs and should not be solely dependent on test scores or grade equivalents.

IMPORTANT USE FORM CR 4A AND CR 4B FOR EACH ANNUAL GOAL		
PUPIL'S NAME	BIRTH DATE	Page of
ANNUAL GOAL	INSTRUCTIONAL AREA	

FORM CR-4A



Annual Goals

Annual goals represent what the pupil can reasonably be expected to achieve in one year's time and reflect statements of intent upon which the IEP is based. In order to plan the pupil's program, the IEP participants need to establish realistic educational expectations. The selection of appropriate goals is the concern of all participants. This task involves child study team members, teacher(s), parents, and perhaps administrator(s), and the pupil, where appropriate.

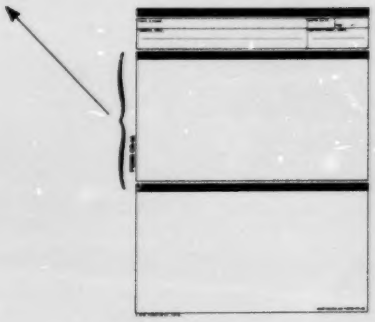
To determine the annual goals, the participants examine the pupil's current educational status and develop statements that indicate the pupil's anticipated performance. The goals should relate directly to the characteristics of the pupil's handicapping condition and should reflect the intended outcomes of the IEP being designed for the pupil. While the goals reflect general estimates of growth to be achieved in a year's time, they should also be specific enough to provide clear direction for the classroom teacher(s) responsible for the pupil's instructional program.

Annual goals are written in as many instructional areas as the pupil's needs indicate. It is recommended that the goals be organized into clusters identified as "instructional areas". These can be noted as curricular components, such as reading, mathematics, social studies, self-help skills, perceptual processing, cognitive functioning, social and emotional skills, etc.

The number and scope of the annual goals depend on many factors including the nature of the pupil's handicapping condition, the pupil's special abilities and needs, the pupil's past rate of learning progress, and behavioral factors that can influence the pupil's achievement.

OBJECTIVES

FORM CR-4A



Objectives

IEP objectives are derived from the annual goals and represent the specific, intermediate steps that are to be taken to reach the goals. Well defined objectives will provide the teacher(s), parents, and child study team with specific statements of what skills/behaviors the pupil should be taught. They focus attention on priority areas of instruction and are written for each annual goal, thus providing the basis for evaluation of the pupil's progress.

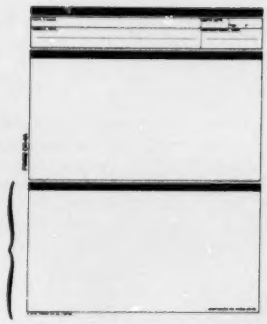
Objectives are explicit, specific and directed toward helping the pupil learn. This emphasis on specificity and explicitness is due to the mandate that IEP objectives be evaluated to determine if the anticipated outcomes have been realized.

IEP EVALUATION PROCEDURES AND STANDARDS

CONTINUED ON FORM CR-4B

G.W.W. FORM CR 4A (10/79)

FORM CR-4A



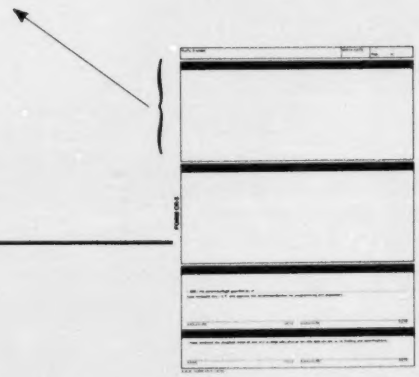
IEP Evaluation Procedures and Standards

The IEP participants must indicate how the objectives will be evaluated; who will assess the objectives; when the objectives will be evaluated and the standard that will be used to determine if the objectives have been achieved. Depending upon the nature of the pupil's handicap procedures shall include, but not be limited to: teacher observation; parental interview; formal and informal evaluation techniques; and pupil performance data collected through local testing programs. The evaluation procedures should be clearly defined and recorded in this section to assist the teacher(s), parents and the child study team to monitor the pupil's progress.

It is essential that this section, *IEP Evaluation Procedures and Standards,* be well developed because any revisions of the IEP will depend heavily on how well the pupil has met the goals and objectives that were specified.

PUPIL'S NAME	BIRTH DATE	Page of

DESCRIPTION OF RECOMMENDED PROGRAM/RELATED SERVICES/PLACEMENT



FORM CR-5

Description of Recommended Program/Related Services/Placement

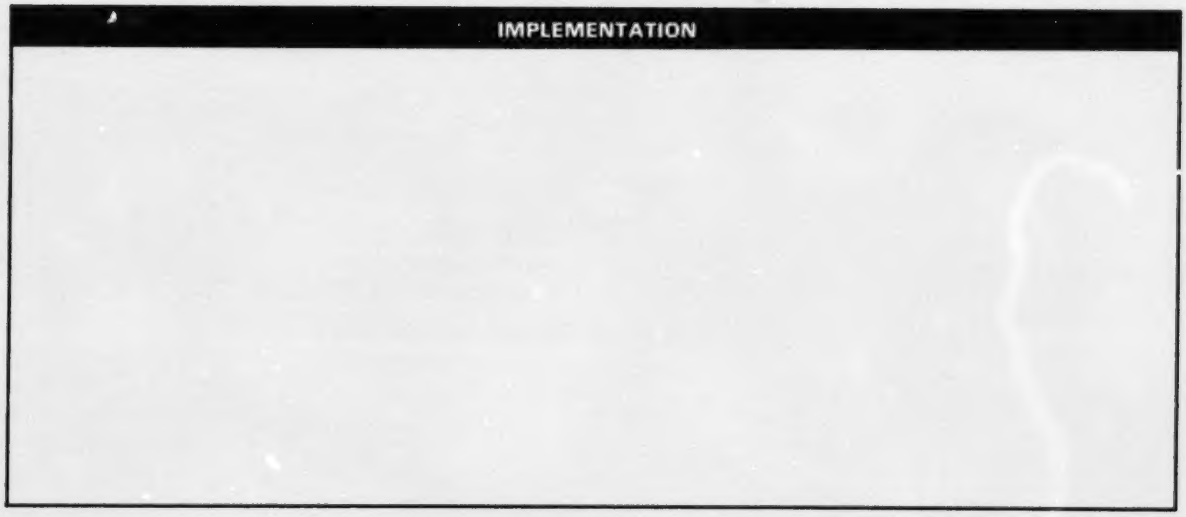
This section provides the rationale for the particular program selection, necessary related services, if any, and the setting in which the program will be provided. The rationale must explain how the recommended placement will meet the pupil's need within the least restrictive environment. School districts should be reminded that the decision for providing a handicapped pupil with a program in the least restrictive environment must be appropriate for the pupil. This participation with nonhandicapped pupils in a regular education program is only appropriate if it is consistent with the pupil's abilities, strengths, and social skills and if the participation will provide a positive, meaningful experience for him/her.

It is important to remember that in accordance with the provisions of N.J.A.C. 6:28-2.1(a)4, when an IEP of an educationally handicapped pupil capable of being included in physical education, industrial arts, fine arts, music, etc. does not specifically state the need for specialized instruction or related services or describe any restrictions, the pupil must be included in the regular school programs provided by the district.

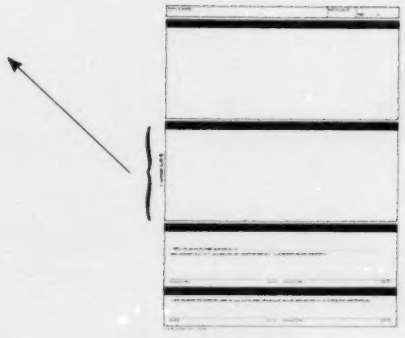
It should also be remembered that P.L. 94-142 (121a-307) requires that physical education services be available to all handicapped pupils. If specifically designed physical education services are necessary, these must be included and described in this section.

The description of the related services, if any, which will be provided to the pupil includes the date the services will begin and the projected duration. Related services should be described in terms of the pupil's educational needs. Such related services offered by a school district might include, but need not be limited to: transportation, speech correction, audiology, physical therapy, occupational therapy, recreation, and counseling services provided by school psychologists, school social workers, and guidance personnel.

Services that are considered treatment are beyond the responsibility of the school district and include: elective medical or psychotherapeutic services and the provision of cosmetic aids and medical corrective/prosthetic devices. Life support and treatment services are the responsibility of the parent(s) or other agencies. If the school district recognizes the need for such services it should recommend them to the parents and suggest appropriate agencies to contact. It then becomes the responsibility and choice of the parent(s) to act or not to act on the suggestion of the child study team. Referrals for services outside the related services provided by the school are mandated in cases of suspected child abuse and neglect. In such cases, referrals are made to the Division of Youth and Family Services.



FORM CR-5



Implementation

Specific responsibilities which must be allocated to implement various aspects of the IEP should be delineated at the IEP conference. Specific assignments and timelines may be allocated to any of the following: child study team member(s), administrator(s), teacher(s), parents, and other specialists.

The child study team member(s) designated to coordinate the development of the instructional guide in cooperation with the pupil's teacher(s) and also the date of the instructional guide conference should be included in this section. The child study team member(s) so assigned should be selected with careful consideration of the specific nature of the pupil's handicapping condition and instructional strategies that will be developed to assist the teacher(s). For example, if a pupil has both academic and social-emotional needs, team member(s) should be assigned to develop his/her instructional guide who have the necessary knowledge and skills for meeting those needs.

RECORD OF PARENTAL AGREEMENT

I (WE) the parent(s)/legal guardian(s) of _____
have reviewed this I E P and approve the recommendations for programming and placement.

SIGNATURE DATE SIGNATURE DATE

ADMINISTRATIVE ACKNOWLEDGEMENT

I have reviewed the attached material and will arrange educational services appropriate to its finding and specifications.

NAME TITLE SIGNATURE DATE

G.W.W. FORM CR 5 (10/79)

FORM CR-5

Record of Parental Agreement

The Rules and Regulations require that parental agreement be obtained before implementing any changes in a pupil's educational program. An opinion of the State Attorney General indicates that a parental signature is required to document agreement to the pupil's IEP.

Administrative Acknowledgment

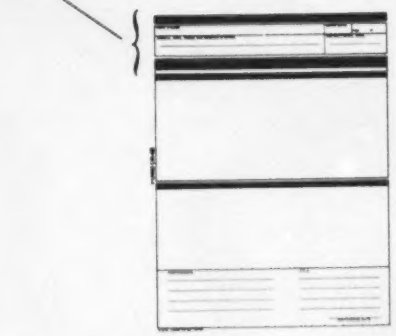
While the Rules and Regulations do not require that the signature of the chief school administrator be recorded on the IEP, N.J.A.C. 6:28-2.1(b) does state that the chief school administrator or designee is responsible for the placement of handicapped pupils based on the recommendations of the basic child study team employed by the local board of education and that it be in conformance with the pupil's IEP. Because of this requirement, it is suggested that the administrator's or his/her designee's review and acknowledgment be recorded to assure that appropriate placement for the pupil is secured.

D. INDIVIDUALIZED EDUCATION PROGRAM — INSTRUCTIONAL GUIDE CONFERENCE

IMPORTANT USE FORM CR-4A AND CR-4B FOR EACH ANNUAL GOAL	
PUPIL'S NAME	BIRTH DATE Page of
ANNUAL GOAL (Repeat Goal Statement of CR-4A)	INSTRUCTIONAL AREA

INSTRUCTIONAL GUIDE TO BE COMPLETED AFTER INSTRUCTIONAL GUIDE CONFERENCE(S) IS HELD

FORM CR-4B



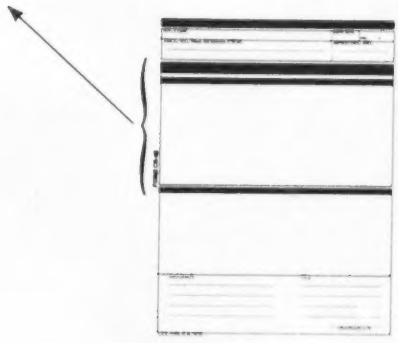
The instructional guide is a written summary of the conference(s) held between the child study team member(s) and the teacher(s) responsible for the pupil's educational program. Its broad focus is to create a match between the unique characteristics of the pupil and the characteristics of the total school environment in order to facilitate successful learning experiences. Its specific focus is to identify those strategies, materials, media and other resources that will assist the teacher(s) to plan ongoing educational activities toward achievement of the annual goals and objectives. It is not meant to take the place of daily teaching plans, rather it provides information to assist the teachers in planning classroom instruction. The purpose of the guide conference is to delineate recommended needs.

The instructional guide is developed at a time specified in the implementation section of the basic plan. It is not completed at the IEP Basic Plan Conference. It is recommended that the written summary of the instructional guide conference(s) be recorded directly following the goals, objectives, and evaluation procedures because of the interrelation of each of these components. The child study team member(s) assigned responsibility for the instructional guide assures that the results of the conference(s) are recorded. The names of those who participated in the coordination and development of the guide and the date(s) of the conference(s) are noted.

INSTRUCTIONAL GUIDE
TO BE COMPLETED AFTER INSTRUCTIONAL GUIDE CONFERENCE(S) IS HELD

INSTRUCTIONAL STRATEGIES

FORM CR-4B



Instructional Strategies

Approaches to instruction should be consistent with the IEP annual goals and objectives for the pupil. Instructional strategies, teaching methods and techniques should be chosen that relate to the pupil's learning characteristics. Relevant characteristics include, but need not be limited to: the pupil's energy level; attention span; sensory limitations; personal-social needs; emotional needs, etc. There may be other characteristics which necessitate special methods or modes of instruction. How the pupil functions, acquires information, and processes and uses data are the bases for a description of how he/she should be taught. Also to be considered are the curricular expectations of regular education, classroom dynamics, diverse teaching styles, teaching methods, management of pupil behavior/motivational techniques, and the conditions under which desired outcomes occur.

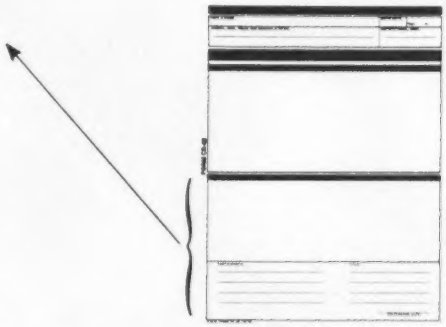
SPECIAL INSTRUCTIONAL MATERIALS, MEDIA AND OTHER RESOURCES

PARTICIPANTS | TITLE

CONFERENCE DATE

G.W.W. FORM CR-4B (10/79)

FORM CR-4B



Special Instructional Materials, Media and Other Resources

Selection of materials, media, and other resources should be consistent with the objectives and instructional strategies which have been developed. They should be appropriate to the age and developmental ability of the pupil. Existing materials may have to be modified to meet the particular needs.

Pupil Schedule

It is recommended that a copy of the pupil's daily and weekly schedule be attached to the IEP.

Using the program described in the IEP, a schedule is drawn up of the time the pupil will be served by special education staff and, if appropriate, related services personnel and regular education teachers. The schedule should note each of the services to be provided; the personnel assigned responsibility for each recommended service; and the time allotments by week and by day for implementing the educational program.

PART THREE:
THE CLASSIFICATION AND INDIVIDUALIZED EDUCATION PROGRAM CONFERENCE REPORT FORM

PART THREE:
The Classification And Individualized Education Program Conference Report Form

CLASSIFICATION AND INDIVIDUALIZED EDUCATION PROGRAM CONFERENCE REPORT

PUPIL'S NAME		BIRTH DATE	CASE OR I.D. #	Page of
SCHOOL		DISTRICT		COUNTY
CURRENT PLACEMENT	TEACHER(S)			

DATES

REFERRAL	CLASSIFICATION CONFERENCE	I E P CONFERENCES		PROGRAM IMPLEMENTED	ANNUAL REVIEW CONFERENCE(S)
		BASIC PLAN	INSTRUCTIONAL GUIDE		

CLASSIFICATION CONFERENCE SUMMARY

REFERRAL INFORMATION

TEAM CONCLUSIONS

FORM CR-1

G.W.W. FORM CR-1 (10/79)

FORM CR-2

PUPIL'S NAME	BIRTH DATE	Page of

CLASSIFICATION TEAM IDENTIFICATION

TITLE	EVALUATORS		CLASSIFICATION TEAM	
BASIC CHILD STUDY TEAM	PRINT OR TYPE NAME	EVALUATION DATE	PRINT OR TYPE NAME	REQUIRED SIGNATURE
L.D.T./C.				
PSYCHOLOGIST				
SOCIAL WORKER				

OTHER

TITLE	PRINT OR TYPE NAME	EVALUATION DATE	PRINT OR TYPE NAME	SIGNATURE
HEALTH SERVICE SPECIALIST				

The members of the basic child study team listed above met jointly and determined the pupil to be eligible for special education services and have classified her/him as _____.

_____
DATE OF CONFERENCE

INDIVIDUALIZED EDUCATION PROGRAM BASIC PLAN CONFERENCE

TITLE	PRINT OR TYPE NAME	REQUIRED SIGNATURE
L.D.T./C.		
PSYCHOLOGIST		
SOCIAL WORKER		
PARENT		

OTHER

TITLE	PRINT OR TYPE NAME	SIGNATURE
TEACHER		
HEALTH SERVICE SPECIALIST		

☐ Minimum Basic Skills Exemption . . . Check this box ONLY if pupil is NOT to take the test

The conference participants listed above met jointly and developed this individualized education program for the period from

_____ to _____ .

_____
DATE OF CONFERENCE

G.W.W. FORM CR-2 (10/79)

PART THREE:
The Classification And Individualized Education Program Conference Report Form

PUPIL'S NAME	BIRTH DATE	Page of

CURRENT EDUCATIONAL STATUS

FORM CR-3

FORM CR-4A

IMPORTANT: USE FORM CR-4A AND CR-4B FOR EACH ANNUAL GOAL

PUPIL'S NAME	BIRTH DATE	Page of
ANNUAL GOAL	INSTRUCTIONAL AREA	

OBJECTIVES

IEP EVALUATION PROCEDURES AND STANDARDS

CONTINUED ON FORM CR-4B

G.W.W. FORM CR 4A (10/79)

PART THREE:
The Classification And Individualized Education Program Conference Report Form

IMPORTANT USE FORM CR-4A AND CR-4B FOR EACH ANNUAL GOAL

PUPIL'S NAME	BIRTH DATE	Page of
ANNUAL GOAL (Repeat Goal Statement of CR-4A)	INSTRUCTIONAL AREA	

INSTRUCTIONAL GUIDE
TO BE COMPLETED AFTER INSTRUCTIONAL GUIDE CONFERENCE(S) IS HELD

INSTRUCTIONAL STRATEGIES

SPECIAL INSTRUCTIONAL MATERIALS, MEDIA AND OTHER RESOURCES

PARTICIPANTS	TITLE

CONFERENCE DATE

FORM CR-4B

G.W.W. FORM CR-4B (10/79)

PUPIL'S NAME	BIRTH DATE	Page of

DESCRIPTION OF RECOMMENDED PROGRAM/RELATED SERVICES/PLACEMENT

IMPLEMENTATION

FORM CR-5

RECORD OF PARENTAL AGREEMENT

I (WE) the parent(s)/legal guardian(s) of _____
have reviewed this I E P and approve the recommendations for programming and placement.

SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____

ADMINISTRATIVE ACKNOWLEDGEMENT

I have reviewed the attached material and will arrange educational services appropriate to its finding and specifications.

NAME _____ TITLE _____ SIGNATURE _____ DATE _____

G.W.W. FORM CR-5 (10/79)

33

PART FOUR:
IEP ANNUAL REVIEW

What is An Annual Review and Who Participates?

The annual review occurs at a meeting of the pupil's parent(s); the appropriate child study team member(s); the teacher(s) having knowledge of the pupil's educational performance; and the pupil where appropriate. The purpose of the review is to examine the pupil's educational progress and make recommendations for the next year's IEP. It provides the systematic feedback by which the school is able to assess the results of the previous year's IEP and make necessary revisions, additions, deletions or modifications for the renewal of the pupil's program.

Information from the review/revision activity is considered in conjunction with information from the original IEP and any subsequent IEP's developed during the time before the re-evaluation of a classified pupil. Since many decisions concerning the pupil's educational program are tentative; the on-going review process enables the IEP participants to change the program as needed based on the assessment of the pupil's progress. The annual review therefore represents an integral step in the planning-evaluation cycle of IEP development.

What To Review and Revise

The annual review addresses the major concerns identified by all the participants involved in the conference. The annual review participants examine the changes in the pupil's educational status that have resulted since the creation of previous year's IEP and identify the needs that will be addressed in the coming year.

Specifically the previous year's IEP goals and objectives are examined in relation to current evaluation data to determine if the intended outcomes were realized. All available information regarding the pupil's progress is reviewed. The annual review participants then determine the goals, objectives and evaluation procedures, as well as the program, placement, and services necessary for the coming year. The degree of revision or change that results is dependent upon both the academic progress and the social adaptation that the pupil has demonstrated.

If the pupil has not achieved the growth anticipated in the previous year's IEP some questions to consider might be:

- Are you sure that a broad based assessment was used?
- Does the pupil need additional services?
- Did the individuals working with the pupil have adequate time, materials, training, communication, or other resources needed to carry out the plan?
- Were the goals and objectives unrealistic in light of the pupil's handicapping condition and/or past rate of learning?
- Did the pupil make progress in areas other than those indicated in the IEP?

It is important to explore any significant discrepancies between the anticipated outcomes and the pupil's actual progress in order to plan the educational program for the next year.

The annual review process enables the participants to judge how well the special education program is meeting the pupil's needs. It also enables the participants to determine if the special program needs to be continued.

Upon determining the revisions to the pupil's IEP basic plan section, a revised instructional guide is developed to indicate the instructional strategies, special instructional materials, media and resources, and schedule to implement the program. The instructional guide is developed in a manner consistent with the procedures described in an earlier section of this Guide.

When

The annual review occurs at least once a year. Review and revision is mandated more often if necessary to assure an appropriate individualized education program for the pupil.

PART FOUR:
IEP ANNUAL REVIEW

IEP ANNUAL REVIEW

PUPIL'S NAME	BIRTH DATE	CASE OR I.D. #	Page of
SCHOOL	☐ M.B.S. EXEMPTION	Check this box ONLY if Pupil is NOT to take test	
CURRENT PLACEMENT	TEACHER(S)		

ANNUAL REVIEW CONFERENCE(S)

TITLE	PRINT OR TYPE NAME	SIGNATURE
L.D.T./C.		REQUIRED
PSYCHOLOGIST		REQUIRED
SOCIAL WORKER		REQUIRED
PARENT		REQUIRED
TEACHER		

The conference participants listed above met jointly and developed this individualized education program for the period from

_____ to _____

_____
DATE OF CONFERENCE

FORM AR-1

CURRENT EDUCATIONAL STATUS

G.W.W. FORM AR 1 (10/79)

IMPORTANT: USE FORM AR-2A AND AR-2B FOR EACH ANNUAL GOAL

PUPIL'S NAME	BIRTH DATE	Page of
ANNUAL GOAL	INSTRUCTIONAL AREA	

OBJECTIVES

IEP EVALUATION PROCEDURES AND STANDARDS

CONTINUED ON FORM AR-2B

FORM AR-2A

G W W FORM AR 2A (10/79)

IMPORTANT: USE FORM AR-2A AND AR-2B FOR EACH ANNUAL GOAL

	BIRTH DATE	Page of
ANNUAL GOAL (Repeat Goal Statement of AR-2A)	INSTRUCTIONAL AREA	

INSTRUCTIONAL GUIDE
TO BE COMPLETED AFTER INSTRUCTIONAL GUIDE CONFERENCE(S) IS HELD

INSTRUCTIONAL STRATEGIES

SPECIAL INSTRUCTIONAL MATERIALS, MEDIA AND OTHER RESOURCES

PARTICIPANTS	TITLE

CONFERENCE DATE

FORM AR-2B

G.W.W. FORM AR-2B (10/79)

PUPIL'S NAME	BIRTH DATE	Page of

REVISIONS TO THE PROGRAM/RELATED SERVICES/PLACEMENT

IMPLEMENTATION

RECORD OF PARENTAL AGREEMENT

I (WE) the parent(s)/legal guardian(s) of _____
have reviewed this I E P and approve the recommendations for programming and placement.

SIGNATURE DATE SIGNATURE DATE

ADMINISTRATIVE ACKNOWLEDGEMENT

I have reviewed the attached material and will arrange educational services appropriate to its finding and specifications.

NAME TITLE SIGNATURE DATE

FORM AR-3

G.W.W. FORM AR-3 (10/79)

PART FIVE:
A REVIEW OF IEP ACTIVITIES

PART FIVE:
A REVIEW OF IEP ACTIVITIES

Pre-IEP Conference Activities

1. The results of the comprehensive evaluation were explained to the parent(s). _____
2. The team conclusions were explained to the parent(s) prior to the IEP conference. _____
3. An explanation of the pupil's eligibility for special education and related services was provided to the parent(s). _____
4. The parent(s) agree with the classification. _____

IEP Basic Plan Conference

1. The basic plan section was developed at a time convenient to all required participants. _____
2. The parent(s) participated in the development of the basic plan section. _____
3. If the parent(s) did not attend, documentation in the records shows the attempts made to include the parent(s). _____
4. The basic child study team was present at the conference and participated in the development of the basic plan section. _____
5. The pupil's teacher(s) participated in the development of the basic plan section. _____
6. Current Educational Status
   a) The pupil's strengths and needs were determined by the IEP participants. _____
   b) Current Educational status statements relate to:
      the pupil's learning characteristics _____
      academic achievement _____
      personal-social development _____
      perceptual processing _____
      emotional development _____
      others _____
   c) the pupil's current educational status is specific as to areas of need and functional abilities. _____
   d) the description of the current educational status is not solely dependent upon test scores/grade equivalents. _____
   e) the current educational status statements provide the basis for the development of the annual goals. _____
7. IEP Annual Goals
   a) The annual goals represent what the pupil may reasonably be expected to achieve in one year's time. _____
   b) All participants in the basic plan conference participated in the development of the annual goals. _____
   c) The goals were determined through an analysis of the pupil's current educational status. _____

d) The goals relate to the specific learning characteristics of the pupil. _____

e) The goals provide clear direction for the classroom teachers. _____

8. IEP Objectives

a) The objectives are derived from the annual goals. _____

c) They represent specific, intermediate steps to reach the annual goals. _____

c) Objectives were written for each annual goal. _____

d) They indicate what specific skills/behaviors the pupil will be taught. _____

e) The IEP objectives are:

explicit _____

specific _____

observable _____

student oriented _____

able to be evaluated _____

9. Evaluation Procedures and Standards

a) The IEP indicates how the objectives will be evaluated. _____

b) A statement indicates who will be responsible for the evaluation of the IEP goals and objectives. _____

c) A statement indicates the schedule for evaluation. _____

d) Indication is given of the standard by which it can be determined that the pupil has achieved the objectives. _____

e) The evaluation techniques are broadbased such as:

teacher observation _____

interviews _____

formal evaluation techniques _____

informal evaluation techniques _____

inventories _____

criterion-referenced testing _____

10. Recommended Program/Related Services/Placement

a) There is a well defined description of the recommended program and placement. _____

b) The recommendations are based on:

the needs and strengths of the pupil; _____

the IEP goals and objectives _____

c) The description provides rationale for:

the particular program, _____

necessary related services, if any, _____

the setting in which the program will be provided. _____

d) The rationale explains how the recommended placement is the least restrictive environment appropriate for the pupil. _____

e) The extent to which the pupil will participate in regular educational programs, *if appropriate,* is indicated. _____

f) The pupil's participation in regular education activities is based on consideration of:

the pupil's abilities, strengths, and social skills; _____

the determination that the participation will provide a positive, meaningful experience for the pupil. _____

g) The IEP indicates what physical education services will be provided to the pupil. _____

h) The description includes a statement of the related services, if any, necessary to meet the pupil's educational needs. _____

i) This statement includes:

the date services will begin. _____

the length of time services will be given. _____

IEP Instructional Gulde Conference

1. The instructional guide is a written summary of the conference(s) held between the child study team member(s) and the teacher(s) who has responsibility for the pupil's education program. _____

2. The instructional guide was developed at the time specified in the implementation section of the IEP basic plan. _____

3. The instructional guide identifies those strategies, materials, media, and other resources that will assist the teacher(s) to plan ongoing educational activities. _____

4. The approaches to instruction indicated in the instructional guide are consistent with the IEP annual goals and objectives. _____

5. The instructional strategies were determined by such factors as the following:

Those characteristics of the pupil that have implications for planning teaching methods and techniques; _____

the pupil's energy level; _____

the pupil's attention span; _____

sensory limitations, if any; _____

the pupil's personal-social needs; _____

the pupil's emotional needs; _____

how the pupil functions, acquires, processes and uses information _____

curricular expectations of regular education; _____

classroom dynamics; _____

diverse teaching styles and methods; _____

management of pupil behavior/motivational techniques; _____

the conditions under which desired outcomes occur _____

6. Selection of materials, media, and other resources are consistent with the IEP goals and objectives and instructional strategies developed for the pupil. _____

7. They are appropriate to the age and developmental ability of the pupil. _____

8. A copy of the pupil's daily and weekly schedule is attached to the IEP. _____

9. The names of those individuals who participated in the coordination and development of the guide are recorded. _____

10. The child study team member(s) assigned responsibility for the guide assured that the written summary was recorded. _____

Parental Agreement

1. The parent(s)/legal guardian(s) signed the IEP to document agreement. _____

2. The program was implemented upon parental agreement _____

Program Implementation

1. The IEP was implemented within 30 school days of the IEP conference(s). _____

2. The placement is in conformance with the pupil's IEP. _____

Administrative Acknowledgment

1. The IEP was reviewed by the chief school administrator or designee. _____

2. The chief school administrator or designee assumed responsibility for the pupil's placement based on the recommendations of the child study team. _____

Copies of the IEP

1. The parent(s) received a copy of the IEP. _____

2. Teachers providing instruction that requires specialized or modified strategies/techniques and for which an instructional guide has been developed have received a copy of the IEP materials that relate to the teacher's area of instruction and which record the following:

   IEP:

   a) annual goals _____
   b) objectives _____
   c) evaluation procedures and standards _____
   d) instructional guide

3. Complete copies of the pupil's classification and IEP report are readily accessible within the pupil's school building for examination by certified school personnel responsible for the pupil. _____

4. The district has a policy that meets the equirements of N.J.A.C. 6:3-2.1 et. seq. that assures that:

   the copies of pupil records (IEP Material) provided to the teacher(s) are collected at the end of the school year; _____

   a record is kept of where copies of the pupil's IEP are maintained. _____

Child Study Team Signatures

1. The signatures of the basic child study team members who participated in the development of the IEP are recorded. _____

IEP Annual Review

1. The annual review was conducted at a meeting of the pupil's parent(s), appropriate child study team member(s), the teacher(s) having knowledge of the pupil's educational performance, and the pupil, where appropriate. _____

2. At the annual review the participants examined the changes in the pupil's current educational status that resulted from the previous year's IEP. _____

3. The previous year's IEP goals and objectives were examined in relation to the evaluation data gathered to determine if the anticipated outcomes were realized. _____

4. Any significant discrepancies between the anticipated outcomes and the pupil's actual progress were explored by the participants. _____

5. Participants in the annual review developed a description of the pupil's current educational status based on the examination of the above. _____

6. Necessary revisions to the previous year's IEP were made based on the examination of information for the following:

   IEP:

   a) annual goals _____
   b) objectives _____
   c) evaluation procedures and standards _____
   d) implementation _____
   e) program/related services/placement _____

7. The annual review took place within a year of the previous IEP. _____

8. The IEP was reviewed and revised more often if necessary to assure an appropriate individualized education program for the pupil. _____

9. The instructional guide was developed as mandated by N.J.A.C. 6:28-1.8(e). _____

10. The signature(s) of the child study team member(s) involved in the development of the annual review is recorded. _____

11. The parent(s) signed the annual review to document agreement _____

12. Teacher(s) received annual review material consistent with the guidelines described in the overview section of this document. _____

Gillespie, P. *A Planned Change Approach to the Implementation of the IEP Provision* of PL94-142. Washington, DC: Department of Health, Education, and Welfare, Office of Education, Bureau of Education for the Handicapped, 1978.

Massachusetts Department of Education. *The Individualized Educational Plan, A Decision-Making Process,* Boston, Massachusetts, 1979 (Produced with the cooperation of the Northeast Regional Resource Center, Hightstown, New Jersey.)

Midwest Regional Resource Center, *Conducting the Annual Program Review: A Guide,* Drake University, Des Moines, Iowa, 1978.

National Learning Resource Center of Pennsylvania. *An Introduction to IEP Plans in Pennsylvania: Guidelines for School-Age IEP Development.* King of Prussia, Pennsylvania, 1977.

State of Maine Department of Educational and Cultural Services. *Pupil Evaluation Team Handbook.* Augusta, Maine, 1978 (Produced with the cooperation of the Northeast Regional Resource Center, Hightstown, New Jersey.)

State of Vermont Department of Education, *Special Education and the Individualized Education Program* Montpelier, Vermont, 1979 (Produced with the cooperation of the Northeast Regional Resource Center, Hightstown, New Jersey.)

Torres, S. (Ed.). *A Primer of Individualized Education Programs for Handicapped Children.* Reston, Virginia: Foundation for Exceptional Children, 1977.